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ABSTRACT

This document outlines the present preservice teacher education program in Japan and proposes some innovations. The basic concepts of education in Japan are listed and are said to be included in objectives of all teacher training programs. Several features of teacher education curricula are described, including the types of certificates available, the number of credits needed for various certificates, and a list of minimum teacher qualifications. The lack of courses on the nature of teaching and learning, and the overuse of the lecture method are discussed. Finally, 15 innovations needed in the overall preservice teacher education program are suggested. The document also contains tables showing the minimum number of credits required for each teaching certificate, a schematic of the overall program, and the organization of the content of the specialized field of chemistry. (TW)

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EXPECTED STYLE OF PRE-SERVICE PROGRAMS FOR TEACHERS: OBJECTIVES, CONTENT, METHODS AND EDUCATIONAL INNOVATION IN JAPAN

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Expected Style of Pre-Service Programs For Teachers:
Objectives, Content, Methods and Educational
Innovations in Japan

I. Objectives

Taking into consideration the outcomes of this joint research, our panel proposes the following objectives of the pre-service program for teachers in Japan:

All teacher-training institutions shall aim to conduct scholarly and creative research to produce teachers capable of carrying out the following basic concepts of education:

1. instill respect for children's individuality
2. put emphasis on the basics of education
3. enhance children's creativity, thinking, and expressive abilities
4. create a humanized educational environment for children
5. promote lifetime education through a pragmatic way of teaching and learning
6. cope with internalization and the advances of information technology
7. have an innate desire to grow professionally by further studying graduate courses, attending in-service training programs, reading professional magazines and related literature.

II. Salient Features of Teacher Education Curriculum in Japan:

1. All teacher-training institutions offer four different certificate types. They are as follows:

a. kindergarten

b. primary and lower secondary school education

c. upper secondary education

d. special education

2. General education requires 52 credits for completion

3. For respective special fields, the following number of credits are required:

a. kindergarten - 36 credits

b. primary and lower secondary education - 46 credits

c. upper secondary education - 50 credits

d. special education - 22 credits for elementary level and 62 credits for secondary level

4. Minimum teacher qualifications

Teachers must have a relevant teaching certificate as provided for by the Educational Personnel Certification Law. Certification requirements vary with school level. Teacher certificates are divided into regular certificates and temporary ones. Persons who hold regular certificates are qualified for full teaching positions. This type of certificate is subdivided into:

a. second class - a.1. for kindergarten, elementary, and lower secondary teachers who have studied for two years in a university (or the

equivalent) and have acquired 62 credits.

a.2. for upper secondary teachers who hold a bachelor's degree

b. first class - b.1. for elementary and lower secondary teachers who hold a bachelor's degree

b.2. for upper secondary teachers who hold a master's degree or have done at least one year postgraduate study and acquired 30 credits beyond the bachelor's degree

III. Content

Please, take a close look on the content outline handouts that were distributed to you. You will note that the following features are evident in it:

1. There is no emphasis on courses about the nature of teaching and learning, child psychology, child growth and development and other related fields that are very essential to enable the would-be teacher to fully understand the individual differences among students.
2. The curriculum is overloaded with so many science courses that it makes it too difficult for students to tackle.

3. The lecture method and the authoritarian approach to teaching make the students passive rather than active in classroom interaction.

4. Practical training in teaching, which is only for a period of four weeks, is too short a time for the students to grasp real classroom situations, pupils' behavior, the relationship with fellow teachers and school administrators, and the teaching-learning process as a whole.

IV. Proposed Innovations

From the proposed objectives and some discrepancies in the present teacher education curriculum the following innovations on the pre-service teacher training program in Japan are hereby suggested:

1. Educators in Japan should clearly grasp what "perfection of human character" as an object of education means, and put emphasis on the importance of individual dignity, respect for individuality, freedom, autonomy, self-responsibility, human values, most of which, in the process of science and technological development of Japan's rapid modernization to catch up with the west, tended to be ignored.

2. The principle of education should be to develop, in harmony with moral, and intellectual and physical education, a broad mind and a sound body which will strive to seek truth, goodness and beauty.

3. Education should emphasize the spirit of freedom and autonomy which signifies an individual's ability,

willingness, and attitude, which when all put together will allow the student to think, judge, decide and take responsibility, for oneself.

4. Education should foster devotion to the public, an attitude of caring for others, willingness to serve the society, love of one's birthplace, locality and the mother country, and respect for the social norms and law and order. Moreover, tolerance for difference and diversity, or what is different from what one is accustomed to, must be encouraged.
5. Educators should stop thinking of education as a self-sufficient process. School education should be considered, instead, as an opportunity to foster, one's ability to learn one's own, on the basis of which he should keep on learning through his life, through his own volition, and choosing on his own account, appropriate methods to accomplish it.
6. In order to maintain and develop Japan's present energy, efforts must be made to eliminate the negative effects of the swollen education system, especially those of placing too much emphasis on prestigious schools. The school-oriented society must free itself from this tendency.
7. At the primary and secondary education stages, basics must be taught thoroughly and special attention must be paid to enhancing self-teaching abilities and to providing education to children at an appropriate time.

8. The family's education function must be restored to form the basis for life-long education. Vocational training and opportunities for learning for women and elderly citizens must be improved.
9. The structure of colleges and senior high schools must be changed to provide education for adults.
10. The roles and responsibilities of home, school, and community must be defined and cooperation among them should be promoted.
11. In cooperation with families and communities, schools should strive to improve moral education of children throughout overall schooling activities.
12. The courses of study of each stage of elementary and secondary education should be made more selective and priority-oriented with particular emphasis on development of creativity, thinking, judging, expressive powers, and a deeper understanding of Japanese traditions, culture, nuture of consciousness as Japanese and promotion of health education among others.
13. For the sake of university students or job holders who did not take college courses for the teaching profession, but desire to obtain teacher licenses, a special course with a duration of half a year to one year should be established at colleges.
14. For the time being, the on going teacher-children ratio improvement program which includes a reduction in the number of pupils or students at elementary and junior high schools to 40 per class should be implemented smoothly.

15. Bullying at school is in a grave state. In order to discover it at an early stage and overcome the problem schools should be required to tackle the problem in unison. Especially a system to provide guidance, including counseling children, should be improved and strengthened.

My fellow educators, the foregoing proposals would, of course, take some time to be fully implemented. It would certainly need the joint cooperation of the basic institutions of our society: the home, the community, the government, and most importantly, the school. We should always bear in mind that the kind of nation we seek to build will depend on the kind of citizens which our schools will produce through the untiring effort of most efficient and highly-qualified teachers.

Table 1 Minimum Number of Credits Required for Teacher's Certificate

(First Class)

	Elementary School Teacher Course (E)		Junior High School Teacher Course (J)		Both (B) really
	Certification Law	Aichi Univ of Edu.	Certification Law	Aichi Univ of Edu.	Aichi University of Edu.
General Education (Lecture)					
Humanities	12	12	12	12	12
Society	12	12	12	12	12
Nature	12	12	12	12	12
Physical Education					
Theory of Health and Phy. Edu	2	2	2	2	2
Practice of Phy. Edu.	2	2	2	2	2
Foreign Languages					
English	8	8	8	8	8
German or French		4			4 (30.9%)
Special Fields •		26	40	46	56-72 (33.3-39.0%)
Subjects of Studies on Teaching	16				(16-18%)
Special Subjects	Teaching	10			10
Methodology of Teaching	Materials	16	3	4	20 (8+2+4)
Educational Sciences					
Principles of Education	4	4	3	4	6
Educational Psychology	2	2	3	2	3
Child Psychology	2	2		2	3
Moral Education	2	2	2	2	2 (7-8%)
Teaching Practice	2	4	2	4	6 (3-3.5%)
Elective Subjects •	48	8	23	8	—
Graduate Research		10		10	10 (5.5-6%)
Total	124	138	124	138	168-184 (100%)

Table 2 Curriculum Style for Pre-Service Training
(AICHI University of Education)

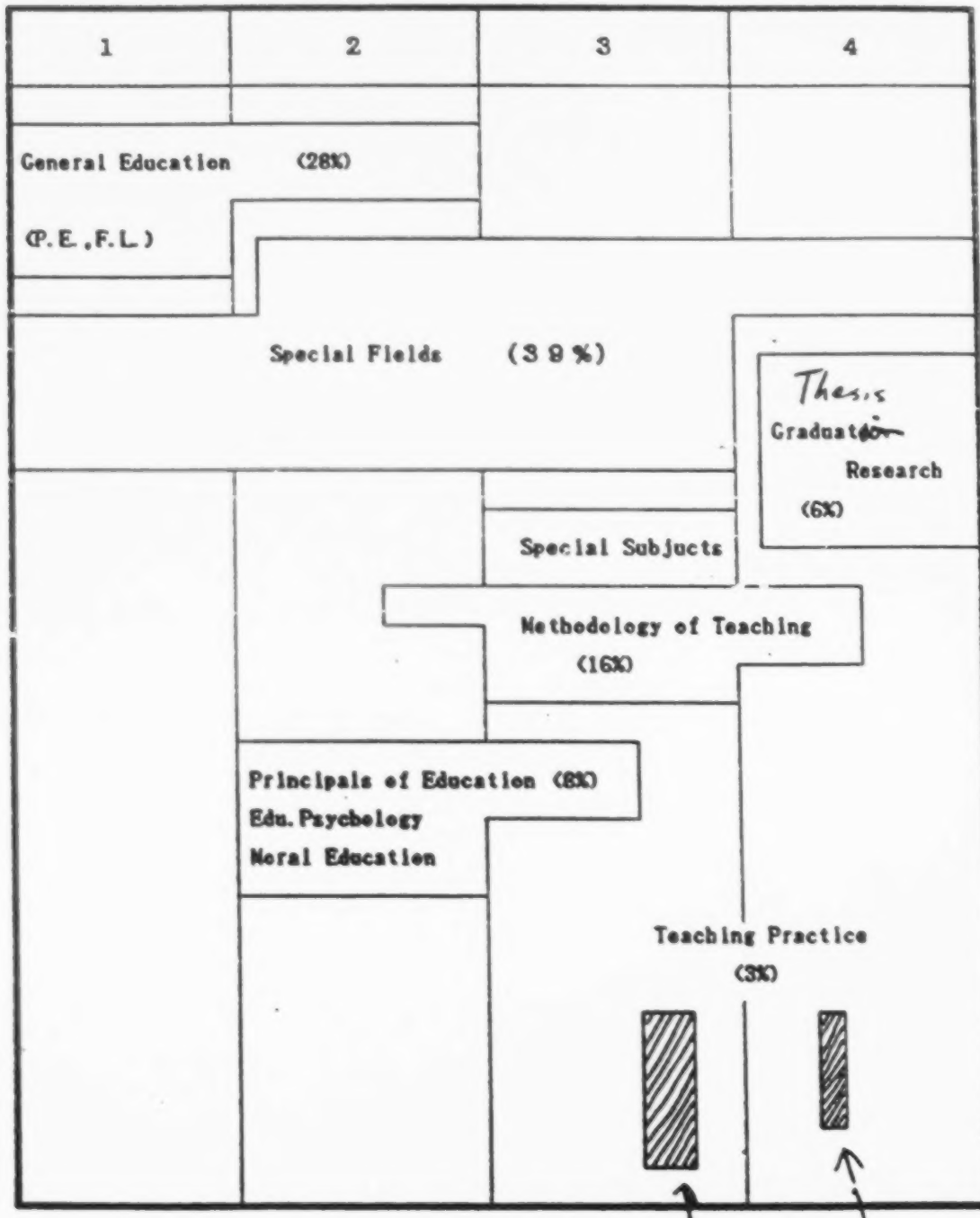

Table 3 Contents of Special Field (Chemistry Course)

Lecture	Seminar	Experiment
Basic Physics Chemistry I, II Basic Chemistry I, II Biology Earth Science I, II	Data Processing Exercise	Basic Laboratory Work Chemical Laboratry I, II Biology Laboratry Experiments for Earth Sciences
Quantum Chemistry Electrochemistry Colloid and Surface Chemistry Chemical Kinetics Chemical Equilibrium	Physical Chemistry Exercise I, II	Physical Chemistry Laboratry
Analytical Chemistry Inorganic Analytical Chemistry Chemistry of Metal Complex Inorganic Chemistry	Analytical Chemistry Exercise I, II Environmental Chemistry Exercise Inorganic Chemistry Exercise I, II	Inorganic and Analytical Laboratory
Physical Organic Chemistry I, II Synthetic Organic Chemistry Organic Spectroscopy	Organic Chemistry Exercise I, II	Organic Chemistry Laboratory
Biochemistry Chemistry of Biomolecules	Biochemistry Exercise	Biochemistry Laboratory
	Colluquium Chemistry Seminar	
Graduate Research (Chemistry)		